



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

**Department of Education
MATTC
EDUC 261 (3 units)
Teaching Reading in Elementary Schools
Fall 2019**

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Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

The MATTC Program Learning Goals (PLGs) represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

This course enables credential candidates to develop awareness and understanding of current theories and best practices of comprehensive, balanced reading instruction in elementary school settings. Candidates will learn how to adapt instruction to meet the needs of individuals based on their cultural, linguistic, and experiential backgrounds and their specific needs as learners. Focused attention will be given to the nature of reading difficulties and principles of diagnosis and assessment. Content presented in this course prepares candidates for the Reading Instruction

Competence Assessment (RICA). This course, required of all multiple subject teaching credential candidates, must be taken concurrently with enrollment in EDUC 231b, full-time teaching position or with instructor permission.

Course Objectives

This course will develop students' knowledge of or skills with...		Standard/Goals Addressed			
		DG #	PLG #	TPE #	MMSN TPE #
1	Analyzing and utilizing a variety of developmentally appropriate pedagogical strategies, methods and techniques to teach reading guided by the Common Core State Standards	1	2	2.1; 3.4	
2	The role of student motivation, attitudes and dispositions toward reading	2	1	4.1	
3	Describe characteristics of an effective literacy program (Concepts about Print, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension), including appropriate materials (e.g., text readability, organization, and planning) to fit student needs, including students that exhibit both typical and atypical language development, communication skills, social pragmatics and language skills	1	2	3.1; 6.1	1.3
4	Develop an understanding of the various instruments used to assess reading and use results gathered to plan instruction and monitor student learning, PARTICULARLY HOW TO CREATE ACCOMMODATIONS ON ASSESSMENTS FOR STUDENTS WITH DISABILITIES	2	3	1.8; 5.2	5.6
5	Describe, compare/contrast and implement examples of guided reading, shared reading, and read aloud TO SUPPORT VARIED LEARNERS INCLUDING STUDENTS WITH DISABILITIES	2	5	3.1	4.2
6	Identify, MODIFY and implement effective reading instructional strategies to fit the needs of diverse learners (linguistic, cultural, socio-economic, students with identified disabilities TO FACILITATE ACCESS TO LEAST RESTRICTIVE ENVIRONMENT)	3	1	1.1; 2.1; 2.5; 3.3	3.1
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard; MMSN TPE=Mild to Moderate Support Needs					

Required Texts

- Tompkins, G. E. (2018). *Literacy for the 21st Century*. London: Pearson Education
- Additional readings will be placed on the course management website *Camino*

Course Requirements/Assignments

Grades are based on a 100-point total. The distribution of points across assignments is as follows:

Assignment		Points	TPEs Assessed	MMSN TPE
1	Class attendance	10	-	
2	Participation	10	-	
3	Literature Circles (LC)	20	2.1; 3.4; 4.1	1.3; 3.1
4	Reading Assessment	30	3.1; 6.1	5.6
5	*Video-Recorded Guided Reading Instruction	30	1.1; 2.5; 3.3	4.2; 3.1

1. Class Attendance & Participation.

Regular attendance at all class meetings is a requirement in this program. Each student will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session with a loss of 5 points. To use your ER you must notify me by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

Punctuality. Coming to class (and returning from breaks) on time is another course requirement. Your first lateness will be excused; your second lateness will cause 1 point to be deducted from your final course grade; your third lateness will cause an additional 4 points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at the instructor's discretion. Attendance and punctuality are the only policies with the immediate potential to impact your course grades. Your instructor through ongoing observation and documentation gathers data documenting your adherence to the remaining policies listed here. These data are a primary factor in the assessment of your mastery of TPE 6- "Developing as a Professional Educator."

If an instructor has reason to feel you are not meeting all the expectations spelled out below, s/he will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer his/her support in helping you reach those expectations. If your instructor does not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact your instructor at any time and s/he will be glad to share his/her assessment with you.

2. **Participation.** As we will read about and study in this course, everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair group is essential for the success of this course.

While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact your instructor for further information.

Note: Points lost due to poor attendance and/or lack of punctuality will be deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic lateness.

3. **Literature Circles (LC).** A common book discussion routine used in reading programs is the *Literature Circle*-an instructional approach where students come together in small temporary groups formed by book choice that meet on a regular and predictable schedule to (re)read and discuss readings.

Each student will be responsible for leading two Literature Circles on the readings throughout the course. Literature Circle leaders should come to class (whether on-line or in person) prepared with handouts for each member of your group (4/5 students) that outline the assigned readings with the asterisked headings listed below under the "LC Components" heading. The "*Literature Circle Discussion Format*" outlines how the literature circle would unfold.

<i>Literature Circle Components</i>	<i>Literature Circle Discussion Format</i>
*Author's Message. To zero in on the topic for discussion, write down your version of the author's main message. Include 1 quote that was memorable for you.	Allocation of Time. Budget 30 minutes for review of key themes and illustrating visual representation
*Definition of terms. List all the words of which you are unsure and define them in you own words	Discussion of Major Themes and Subtopics. Discuss major ideas brought forth by author(s).

	Ensure to provide evidence from text. Be sure to have readings available to reference.
*Integration of Material with other Knowledge. Make connections of the readings to ideas/concepts acquired in previous meetings or other learning situations. How do these ideas parallel or contradict other theories or readings you have done?	Visual Representation. As a group, create a graphic re-presentation (image, quote or other format) that captures your groups discussion.
*Application of the Material. Assess the possible applications and implications of the material to learning settings. How might these notions help shape your pedagogy?	Share Findings. Group leader reports to the whole class the main topics of group discussion, using the visual representation as a guide.
<i>*Brings and shares tangible instructional connection (e.g., book, TED video, lesson from curricula) that extends understanding of readings for Exceeding Expectation score.</i>	

4. Reading Assessment. Students are responsible for evaluating 1 of 5 reading domains of a student with disabilities **(Introduction MMSN TPE 5.1)**

- Phonemic Awareness. Use the Yopp-Singer Test of Phonemic Awareness to assess K-3 student's ability to recognize that words are made up of individual sounds. Which sounds are difficult or easy for students? Do you notice a pattern in errors?
- Phonics. Basic or Advanced Phonics Assessment Test
- Fluency. Administer Test of Word Reading Efficiency TOWRE.
- Reading Comprehension: Use a retelling rubric and comprehension questions to assess a student's level of comprehension of text.
- Informational Text features. Using the ISCA assessment, assess a student's knowledge of informational text features.

You will need to turn in a 3-4-page report where you detail how the child performed on the assessment (e.g., what type of errors were made, areas of strength, what can be done to assist this student) and what instructional decisions you would make to assist this student with her/his reading needs. Include any limitations or issues that may have influenced the outcomes. INCLUDE ACCOMMODATIONS MADE TO ASSESSMENT based on students' language development **(Introduction MMSN TPE 5.6)**. (UTPE:4.1: Practice) (UTPE:5.1: Practice & Assess) (UTPE: 5.2, 5.3, 5.4: Assess) You will need to use the American Psychological Association style to format your paper. Please view the [Purdue Owl](#) site to assist you with how to format your paper, cite relevant works, and reference all citations.

5. Video-Recorded Guided Reading Instruction (*Signature Assignment). This assignment requires you to video record yourself leading a guided reading lesson. The video should include your narration of your goals, how students performed (include reading analysis of students from diverse backgrounds that exhibit diverse pathways to language development (linguistic, cultural, socio-economic, students with identified disabilities) particularly typical and atypical **(Practice: MMSN 1.3)** and which standards and objectives your lesson addressed. Include a lesson plan with your assignment. See rubric below for additional details (UTPE:3.5: Practice) (UTPE:4.4: Assess) (UTPE6.1: Assess)

Assessments & Grading Criteria

- All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
- Attendance and participation in all class meetings is required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for all missed content and in-class work.
- Letter grades are assigned on the standard scale based upon a possible total of 100 points.

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D+	67-69

B- 80-83	D 63-66
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4. Assignments done in pairs, both partners will receive the same grade, unless otherwise stated.
5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected on their due dates in the room where our class meets. I cannot be responsible for papers submitted at other times or in other formats. Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.

Canvas/Camino Course Management System

To access course materials and participate in On-line activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Canvas.

Disabilities Resources

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (Benson 1, <http://www.scu.edu/oea>, 408-554-4109) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

Accommodations for Pregnant and Parenting Students

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. In addition, the Office of Accessible Education will provide reasonable accommodations for pregnancy-related impairments which impact a major life activity.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through the Office of Student Life <https://www.scu.edu/osl/report/> or anonymously through EthicsPoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Academic Integrity

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECP Graduate Bulletin, 2017-2018).

In-Class Recordings

The [Student Conduct Code](#) (p. 13) prohibits students from “(m)aking a video recording, audio recording, or streaming audio/video of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties,” except in cases of approved disability accommodations. The Student Conduct Code also prohibits the “falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents.” Dissemination or sharing of any classroom recording without the permission of the instructor would be considered “misuse” and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor’s discretion, violations may also have an adverse effect on the student’s grade

Meeting	Course Topics	Course Readings	Assignments
Module 1 Introduction	Balanced Reading • Introductions • Balanced Reading Program • UDL & Beginning Reading	Duke & Pearson (2017). Effective Practices for Developing Reading Comprehension. (Camino) (UTPE: 2.5: Introduction) . Learning to Read with UDL: Building a Meaningful Approach to Literacy	-
Module 2 The Learner	Concepts About Print • Print Conveys Message • Text Directionality & Other Print features	Tompkins Chapter. Working with the Youngest Readers & Writers Clay, M. M. (2011). Chapter 4: Concepts About Print. (Camino)	LC Leader Group A
	Phonemic Awareness • Ability to discriminate Sounds • Stages of Phonemic Awareness • Typical and Atypical language development and impact on phonological awareness processing (Introduction MM 1.3)	Tompkins Chapter 5. Cracking the Alphabetic Code (pgs.142-166) Language Development across disabilities and Phonemic Awareness	LC Leader Group B Mini-lesson : Phonemic Awareness scaffolds for Ss with typical and atypical language development Sample Lesson
	Phonics/Spelling • Recognizing Sound/Symbol relationship • Stages of Spelling development • PHONICS modifications/accommodations for students with disabilities (Introduction MM 3.1)	Tompkins Chapter 5. Cracking the Alphabetic Code (pgs.156-180) Tompkins Chapter 11. DIFFERENTIATING FOR SUCCESS (PGS 366-294) Student Accessibility Resources	LC Leader Group C
	Fluency • RAP: Rate, Accuracy & Prosody • Diagnosing RAP with <i>all</i> students (ELs, Students with disabilities) (Introduction MM 5.6)	Tompkins Chapter 6. Developing Fluent Readers & Writers (UTPE: 1.7: Introduction) Assessment for Content Areas (Camino)/Vocabulary Assessment and Instruction for Students with Learning Disabilities	LC Leader Group D View introduction to assessment modifications and consider which modifications will be needed for your case study student
Module 3 The Text	Vocabulary • Role of Vocabulary in Reading Comprehension • Vocabulary Strategy & Conceptual development for <i>all</i> students (ELs, Students with disabilities) (Introduction MM 4.2)	Tompkins Chapter 7. Expanding Students' Knowledge of words Stahl, K. A. D. & Bravo, M. A. (2010). Contemporary Classroom Vocabulary	LC Leader Group E View Modifications/accommodations Visual Support sample Informal Reading Assessment
	Comprehension of Narrative Text • Shared Reading with Narrative texts • Student Factors: Attitudes & Motivation to read	Tompkins Chapter 8. Facilitating Students' Comprehension: Reader Factors (UTPE: 1.1: Introduction) Fountas, I. C. & Pinnell, G. S. (1996). What is Guided Reading? (Camino)	LC Leader Group F
	Comprehension of Informational Texts • Text Complexities of Expository texts • Text Factors & reading comprehension	Tompkins Chapter 9. Facilitating Students' Comprehension: Text Factors Mesmer, H. A. E. (2014). Chapter 4 Stretching Elementary Students in Complex Text: Why? How? When? (Camino) (UTPE: 1.3: Introduction)	LC Leader Group G

	11/19	Reading in the Content Areas • Key Strategies for Comprehending content area texts • Culturally Relevant literacy	Tompkins Ch.12 Reading & Writing in the Content Areas Au, L. (1998). Culturally Responsive Instruction: Application to Multiethnic Classrooms	<i>LC Leader Group H</i>
	12/3	COURSE CONCLUSION		<i>Video-Recorded Reading Lesson</i>

(UTPE:4.4: Assess

Scale	Lesson Plan (10 pts)	Video (10 pts)	Class /Text Description (5 pts)
4	- Lesson Plan Objectives, Standards & Assessment align & appropriate - Anticipatory Set, Procedure, Closure illustrate gradual release of responsibility - Supports for <i>all</i> students visible and appropriate (Students with disab.) - Reflection is critical with considerations for where instruction should go next	- Video illustrates guided-reading lesson instruction with clear view of instruction and audio of teacher & students - Narration includes instructional goals, Assessment of student & teacher performance, standards & objectives addressed - Video captures materials being used as well as student products (as applicable)	- Group description provided with information on student demographics (ELLs; SPED; Grade; Age; Reading level; target student reading motivation) - Clear description of class reading program - Text description includes text level; text type; text readability
3	- Lesson Plan Objectives, Standards & Assessment mostly align - Anticipatory Set, Procedure, Closure illustrate most elements of gradual release of responsibility - Supports for <i>all</i> students visible and mostly appropriate - Reflection is critical with considerations (vague) for where instruction should go next	- Video illustrates guided-reading lesson instruction with clear view and audio of teacher & students - Narration includes most of the following: instructional goals, Assessment of student performance, standards & objectives addressed - Video captures materials being used	- Group description provided with information on most student demographics (ELLs; SPED; Grade; Age; Reading level; Reading Motivation) - Description of class reading program - Text description includes text level; text type
2	- Lesson Plan Objectives, Standards & Assessment align but may be vague - Anticipatory Set, Procedure, Closure illustrate some elements of gradual release of responsibility - Supports for <i>all</i> students visible but may not be appropriate - Reflection considerations does not address all aspects of instruction and vaguely shares where instruction should go next	- Video illustrates reading lesson instruction with vague view and audio of teacher & students - Narration includes few of the following: instructional goals, Assessment of student performance, standards & objectives addressed - Video captures some of the materials being used	- Group description provided with information on some student demographics (ELLs; SPED; Grade; Age; Reading level; Reading Motivation) - Vague description of class reading program - Text description includes text level or text type
1	- Lesson Plan Objectives, Standards & Assessment do not align - Anticipatory Set, Procedure, Closure do not illustrate gradual release of responsibility - Supports for <i>some</i> students visible but may not be appropriate - Reflection considerations does not address all aspects of instruction and/or does not share where instruction should go next	- Video illustrates reading lesson instruction with view or audio of teacher & students - Narration includes one of the following: instructional goals, Assessment of student performance, standards & objectives addressed - Video does not captures materials being used	- Group description provided with information on few student demographics (ELLs; SPED; Grade; Age; Reading level; Reading Motivation) - No description of class reading program - No text description or text level text type provided

Signature Assignment: Video-recorded Reading Lesson Rubric
Bravo

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